



# National Congress Bulletin

JANUARY 1954

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## Dear P. T. A. Presidents:

I WISH you all a very happy New Year. Wishes for a good year are especially meaningful this January of 1954, for our world faces an uneasy future. Though men and women of good will are hard at work on our national and international problems, we cannot expect quick and easy solutions.

As we look ahead we realize that it will take our most intelligent and devoted efforts to prepare our children to live responsibly and with the fullest possible measure of happiness.

In a very few years the teen-agers of today will have to assume full adult responsibilities. They will have difficult personal decisions to make. They will have to share in solving perplexing problems in the community, the nation, and the world. There is no doubt that they must have the best education we can provide for them.

As our thoughts dwell on this all-important need, we might well ask ourselves these very practical questions:

- How many youth now in high school will complete their course?
- How many will drop out?
- What can we do to help them stay in school?
- How can we help young people to appreciate the value of a high school education?
- How can we help them to understand that hard decisions and heavy responsibilities require informed, disciplined minds and skill in human relations?

We know that within a few years the enrollment pressures that have overwhelmed our elementary schools will hit the high schools. As we think about the future of the children now in elementary school, let us ask ourselves these questions:

Will there be high schools adequate for their needs when they reach high school age? Or will the secondary



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Mrs. Leonard has her picture taken with state presidents whose terms will expire before the next meeting of the National Board of Managers. Standing, left to right: Mrs. H. S. North, Arizona; Mrs. Jack C. Greig, Indiana; Mrs. E. B. Roberts, Tennessee; Mrs. H. G. Stinnett, Jr., Texas; Mrs. Aaron Margulis, New Mexico; Mrs. James G. Sheehan, Kentucky; Mrs. David Aronson, Minnesota; Mrs. Lorin C. Staats, Ohio; Mrs. Harold Belcher, North Dakota; Mrs. T. H. Ludlow, Illinois; Mrs. Ramon Lawrence, Vermont. Seated, left to right: Mrs. O. S. Fatland, Iowa; Mrs. Charles L. Chapman, New York; Mrs. T. R. Easterling, North Carolina; Mrs. Dewey Solomon, Nevada; Mrs. A. L. Hendrick, Mississippi; Mrs. Leonard; Mrs. Howard Lee, New Hampshire; Mrs. A. Hobart Anderson, New Jersey; Mrs. Frank C. Chace, Massachusetts; Mrs. Harry E. King, Michigan. These retiring state officers have served the National Congress by promoting the welfare of children and youth in home, school, and community.

schools be so overcrowded and understaffed that more youth will drop out than at present?

Now, in January, as we take stock of the tasks that lie before us, let us resolve (1) to help our teen-agers stay in school and (2) to start planning for the additional high school facilities that will be needed in the near future.

If we are to be successful in these purposes, we must:

- ☆ Strengthen existing high school parent-teacher associations.
- ☆ Organize P.T.A.'s in high schools that do not have them.
- ☆ Emphasize to elementary school P.T.A. members the importance of home-school cooperation at the high school level. If yours is an elementary school P.T.A., do you have a high school service chairman who is responsible

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for explaining to parents the need to enroll later in the high school P.T.A.?

☆Alert the public to the urgency of planning *now* for the additional high school facilities that will be needed soon.

If we want strong, constructive high school associations, we must be both realistic and imaginative about them. Some parents seem to lose interest in their schools when their children reach high school age. They feel that the high school student doesn't need his parents' support as the younger child does. They often feel, too, that the adolescent, with his growing desire for independence, resents his parents coming to the school.

Actually parents have just as strong a concern for their adolescent children as for the younger ones, just as deep an interest in their education and in their preparation for adult life. It's true, of course, that the adolescent wants to be independent. But it is true also that he needs and wants his parents' support and interest. What he doesn't want is to have his parents or any other adults doing his thinking, planning, and deciding for him. He doesn't want an organization of adults working *for* him, but he welcomes with enthusiasm an adult organization in which he and his fellow students can work *with* their parents and teachers on school, community, and teen-age problems.

The most satisfactory high school association, then, is one in which students actively participate. In such an association youngsters mature by thinking, working, and sharing responsibilities with adults. In such an association parents and teachers work with adolescents to establish the new cooperative relationships that developing maturity demands.

My best wishes for the most successful year your association has ever had. Next year I hope my greetings for 1955 will come to you from our new national headquarters, an enduring symbol of our concern for the future of youth.

Loyally yours,

*Lucille P. Leonard*

MRS. NEWTON P. LEONARD, *President*  
National Congress of Parents and Teachers

**MAY 24, 1954**

**National convention opens  
in Atlantic City, New Jersey**

## Radio Free Europe

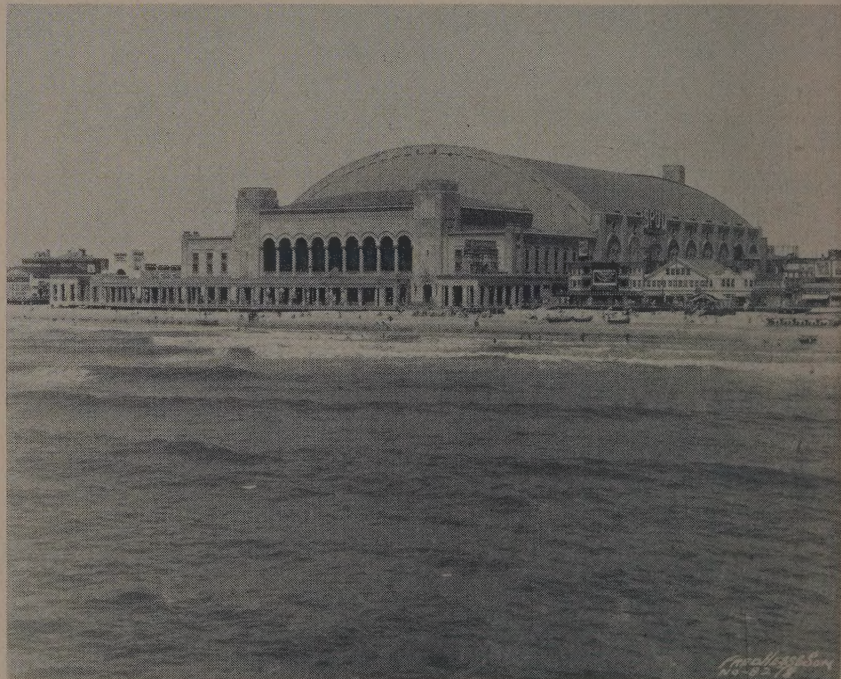
**F**OUR years ago a small radio station in Frankfurt, Germany, began broadcasting to the people of eastern Europe. Privately supported by a group of American citizens, Radio Free Europe, as it was called, aimed to supplement the valuable work of the government-sponsored *Voice of America*. It beamed its broadcasts to Bulgaria, Czechoslovakia, Hungary, Poland, and Rumania (to which Albania has since been added), and specialized in transmitting messages from escapees, in exposing corruption within the Communist regimes, and in stiffening the resistance in these countries.

Today Radio Free Europe has thirteen transmitters located in Germany and Portugal, broadcasting more than a thousand hours a week. Its programs, all written and presented by exiles from the target countries, include news, religious services, helpful information for farmers, laborers, and young people, and music. The object is not to portray life in America, but to concentrate on what is occurring within the country of the listeners.

The American Heritage Foundation, remembered for its successful 1952 "Register and Vote" drive, is now coordinating the campaign for Radio Free Europe. Beginning in January, civic organizations and trade associations will take part in a "Crusade for Freedom" to inform the public about this important radio network and to raise funds for its continuation.

The motto of the campaign is "Help End World War III Before It Starts." Citizens who wish to do so may answer Communist charges against American life in a brief statement before microphones set up in their locality during the observances. These statements will be tape-recorded and later rebroadcast over Radio Free Europe.

Greatest activity will be concentrated during the week end of February 13 and 14, which has been designated "Crusade for Freedom Sabbath." Local presidents who would like to secure more information about this project may write to the American Heritage Foundation, 345 East Forty-sixth Street, New York City.



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- A closeup of the Atlantic City Auditorium and Convention Hall, where convention meetings and the banquet will be held next May.





# WHAT OUR CONGRESS PARENT-TEACHER GROUPS *Are Doing*

## Fish Bowl vs. Darkroom

• A school board member was very vocal about the pitfalls of board policy during a home-school relations conference in Tennessee recently. "Boards cannot transfer power to a single individual," he said, cautioning against allowing one member to act as an entire committee.

What is needed is a "fish bowl" policy that encourages the public to attend meetings, rather than a "darkroom" where meetings are conducted in private. He disclosed that many boards in Tennessee are inviting representatives of the P.T.A. to attend; some hold their meetings in different school buildings each month to make this attendance easier; and others have helped form lay committees—"truth committees"—to study the school situation.

Monthly bulletins have also been published by boards to keep citizens posted on school affairs. He mentioned the outstanding booklet put out by the Chattanooga Board of Education, *How To Save \$7.65 in Taxes and Deprive Our Children of Better Schools*.

## Board Meetings — Public or Private?

Are school board meetings in your community still closed to the public? An "open door" policy can pay dividends in understanding and cooperation if P.T.A. members and other interested citizens are permitted to sit in on the proceedings. This was the consensus at a panel discussion during a summer workshop in Vermont.

Not so unanimous were the opinions on who should start a curriculum planning venture—the P.T.A., the administrator, or the school board. Many felt that the initiative should come from the school board, who could appoint a committee and then gather support from lay groups. Such an appointment would give schools an opportunity to explain their plans to the community. The first step in this direction, of course, is the adoption of public board meetings such as the one described in the September "Fieldglass."

## A Met Need!

One day last summer Mrs. Robert Framson of the Foster P.T.A. in Houston, Texas, tried to obtain some gamma globulin for her small son. Her doctor explained that none was available because of a local shortage of whole blood from which GG is derived.

Remembering a polio outbreak in Houston the previous year, Mrs. Framson went to Red Cross headquarters to find out how the shortage could be relieved. A blood donor project would certainly help, she was told. Foster School principal Mrs. A. E. Lewis and P.T.A. president Mrs. Abe Weiser quickly approved the project after she presented it.

A blood bank was set up in the school, which opened its doors from two till nine p.m. for the collection. On the first day a record-breaking 197 pints of blood was donated, and on the second, 147.

P.T.A. members staffed a temporary nursery for young children to free their

parents for volunteer work. Civic clubs and local merchants joined in to provide refreshments and to make the atmosphere as relaxed as possible. The end of the drive saw Houston with a new supply of whole blood and a reserve of community good will.

\* \* \*

## "Jeff Says"

• Jeff Says is the weekly radio question-and-answer program of the Jefferson School in Preston, Idaho. Every week "Jeff," who is anonymous, answers listeners' queries on the curriculum, school finance, parent-teacher programing, and school trustees' duties. Many in the community feel free to send in questions on controversial issues that might not be presented in an open forum—one reason, perhaps, for the program's success.



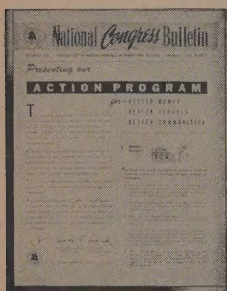
• Members of the John Gunn P.T.A. in St. Helens, Oregon, pitch in to level the school playground, which is located on an old lava bed filled with rocks and dangerous holes. The city provided them with equipment and the school board financed the subsequent surfacing of the playground with black top. After the day's labor parents and students played baseball and joined in square dancing.



# Congress Publications—Cover to Cover

THIS is not, as those of you who have read the title will immediately think, an admonition to read every publication of the National Congress of Parents and Teachers from cover to cover (although that might be helpful). Rather, it is an indication that this article will cover several covers.

It seems impossible not to start with the *Parent-Teacher Manual*, which is dressed up in a handsome new cover and has been carefully revised and some of its parts rewritten; rewritten so well that many letters have been sent to the National Office commending the people who had a part in it. "More useful," the letters say, "More logical . . . easier to find the information in it . . . no one should try to be a president without constant reference to it!" President or program chairman, principal or teacher, if you have responsibilities in the parent-teacher association, the *Manual* will help you discharge them more effectively and with greater understanding of what the association is and how it carries on its work.



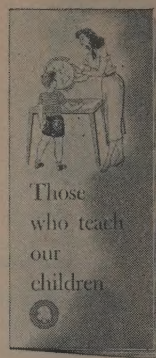
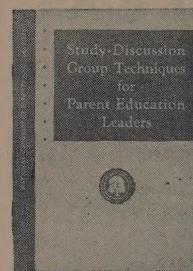
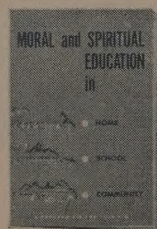
Do you want to know about the structure of the parent-teacher organization—from local unit to the National Board? From preschool to college? Are you curious about its relationship to other organizations with similar interests? Its policies and guiding principles? How to plan its programs? The answers are in the *Manual*, with a full table of contents near the front cover and an easily followed index just inside the back one. No local officer or chairman need feel uncertain with a *Manual* at hand. And there is at least one current edition in every P.T.A. in the land—if it's a P.T.A. in membership with the state and national organizations. Part of the five cents per capita national dues helps to pay for the publication of this valuable, up-to-date guidebook.

This *National Congress Bulletin* is another dues-service-return from the National Congress to the local unit and is a direct contact between the two, helping to bring recent news and information related to parent-teacher work or objectives to each local president.

The *Manual* and *Bulletin*, however, are only two of the many publications that are provided by the National Congress. Among the others are pamphlets that meet specific needs: *Councils*, the *High School Parent-Teacher Association*, *How the Legislation Program of the National Congress of Parents and Teachers Is Authorized*, and the *Parent-Teacher Publicity Handbook*, for example. For council or district leaders there is *Schools of Instruction*; for study group leaders, *Study-Discussion Group Techniques for Parent Education Leaders*, a study course in itself that will be helpful in any situation where people need to talk things over. And if you are asked to plan some "visual aids," *Parent-Teacher Exhibit Handbook* is filled with ideas, drawings, and pictures.

If this is not your first contact with the P.T.A. you have surely met some of the leaflets that launch their messages right on the covers without any formalities at all. For instance, *You Belong in Our P.T.A.* tells you immediately that "In our P.T.A. and through our P.T.A. you can help to give every child an opportunity to achieve a life that is satisfying to himself and useful to others." What an aim for a P.T.A. and what a challenge to homes, schools, communities! *The P.T.A. Needs You* picks up that challenge on its cover, stressing that our organization needs you to help "establish good home-school relations so that the child's parents and teachers can do together for the child what neither can do alone."

Then there's the leaflet *7,953,806 Volunteers*, which tells not only "how many" members we have but "who they are" and "what they do." There are *General*



*Information*, filled with facts about the structure, permanent platform, and current program of the P.T.A., and *Speaking Up for the P.T.A.*, which explains why men and women from every walk of life are drawn to this great organization. Small leaflets, these, but clear, to the point, and useful to give prospective members, yes, to members, that they may have a sharply focused picture of the P.T.A. and its program.

Three other parent-teacher publications, new from cover to cover this year, are *Those Who Teach Our Children*, *Happy Journey*, and *Moral and Spiritual Education in Home, School, and Community*. *Those Who Teach Our Children* was written for American Education Week and is dedicated to "Your Child's Teachers." It is inspirational, thought-provoking, and a source of ideas for programs for a long time to come. *Happy Journey* shows how to help your "Five or Six" (year old, that is) begin school with confidence and ease. *Moral and Spiritual Education in Home, School, and Community*, prepared in cooperation with the Educational Poli-

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## NATIONAL CONGRESS BULLETIN

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Assistant editor: Mrs. Cora C. Barron.



cies Commission (N.E.A.), will help parents and teachers to make these values meaningful in the lives of children and youth. It is a real program aid for your P.T.A.

All these leaflets and pamphlets and booklets may have "soft" covers, but the information they contain is solid and dependable. It will help to build better P.T.A.'s and wiser and more thoughtful members to carry on their work. There is, however, a "hard" cover book you ought not to miss. It is *Where Children Come First*, written by that incomparable team, Harry and Bonaro Overstreet. If you want to grasp the full significance of the parent-teacher movement, it will be required reading for you. Perhaps it is on your P.T.A. bookshelf. It really ought to be.

As the cover of one year is closed and a new one opens, may every parent-teacher leader resolve to use the publications that have been prepared especially for him. By doing so he will become better informed and therefore better able to serve the children and youth of his community.

—MRS. JAMES C. PARKER  
National Chairman  
Committee on Congress Publications

## P.T.A. Objects BOOKMARK



● If you want to give new members a handy reminder of the P.T.A. Objects; if you're looking for an original favor for unit parties and luncheons; if you're searching for a thoughtful "extra" as a remembrance of birthdays and holidays, why not order some of the fabric bookmarks illustrated here? The Objects are woven into the fabric, which is mounted on an attractive greeting card and enclosed in an envelope for mailing. Five cents from the sale of each will go into our national headquarters fund. Bookmarks may be obtained from your state congress or from the National Office at fifteen cents each.

## CONVENTION PREVIEW



HERE'S one New Year's resolution you'll enjoy keeping: Plan now to attend our national convention in Atlantic City, May 24 to 26. Delegates from every state will be there to exchange P.T.A. news and views with you. Headquarters for the convention will be the Ambassador Hotel, and meetings will be held in air-conditioned Convention Hall, directly fronting the boardwalk.

Why not form a "motorcade" of cars or chartered buses from your community to Atlantic City? This is a good

way to become better acquainted with other P.T.A. members near by and reduce travel costs as well. A bus tour might also include neighboring cities of Philadelphia, Washington, and New York. Consult your local travel agent for suggestions about individual or group itineraries.

If the school term ends in May in your community, you may want to bring the children too. Watch for information on hotel accommodations, which will be published in the *National Congress Bulletin* as soon as it is available.

## Headquarters Progress

IN THE holiday bustle of shopping, cooking, and decorating the house, our national headquarters fund was not forgotten by state congress members. In fact, the *Oklahoma Parent-Teacher* dedicated its December issue to the campaign to "help lift the mortgage." Page after page drew the reader's attention to the importance of this fund with such fillers as:

- Remember the Headquarters Christmas stocking.
- Five cents from each member sent through your P.T.A. will help lift the mortgage.
- Give your nickel and help your P.T.A. to receive extra credits and be listed on the Honor Roll.

There was even a new paraphrase of Clement Moore's famous poem:

*Said the P.T.A. President . . .*  
'Twas the week before Christmas  
And I was really on the run  
When suddenly I thought—  
Oh, that headquarters fund!  
My P.T.A. has never given—  
Not one single dollar;  
If we're not on the honor roll  
How the members will holler!  
So I flew to the telephone  
And I called here and there—  
"Remember the Christmas stocking  
Our P.T.A. must share . . ."

Turning south where the holiday season is tropical, we find that Florida was the largest contributor to the national headquarters fund during the month ending December 15. This state sent a total of \$1,217.53—nearly 10 per cent of its entire previous contribution. With this amount it joins the outstanding group of state congresses that have donated at least ten cents a member.

More than one thousand dollars was raised at the time of the state convention at Daytona Beach in November. Special gifts in honor of teachers, principals, superintendents, and P.T.A. leaders account for more than half of this. Florida's aim now is such a gift (of ten dollars or more) from every local unit in the state. This would mean that a long and distinguished list of state leaders in education and child welfare would be entered in our headquarters Book of Honor.

Niagara District, New York State Congress, can also be justly proud of its record in contributions to the national headquarters fund. It is the first district in the state of New York to reach its quota. All but seven of its seventy-

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Field Staff: Ellen Dell Bieler • Dema Kennedy

Through Our Fieldglass is prepared from material gathered by members of the field staff "on location."

### Mobile Art

• School children at a navy base in Virginia enjoyed a traveling art exhibit on Egypt through the cooperation of the P.T.A. and the state fine arts society. Complete equipment for showing films and slides came with the exhibit, which is one of several available throughout the state for a small fee. Rural units, after learning of this program at a district meeting, will follow suit.

### A High School P.T.A. Started It

• A music festival was another outstanding feature sponsored by a Virginia unit during National Family Week in May. Plans for this originated in the high school association in October 1952. The music teacher in the local elementary school trained the younger children for their part in the program; the music director in the high school rehearsed the glee club and quartets; and

each church in the county presented a song or hymn of their choice. The regular Sunday evening service was suspended by the churches so that all might attend the music festival that evening. The fieldworker observes that this program strengthened community relationships and gave families a chance to appreciate cultural values often unrecognized.

### Parents Play Host to Commuting Teachers

• Several P.T.A.'s in a middle Atlantic state have solved the problem of getting their commuting teachers to remain for evening P.T.A. meetings by inviting them individually and in groups to their homes for dinner. At the same time they have broken down some of the barriers that often exist between parents and teachers. Hostesses remember that their teacher guest has had a busy day with her roomful of

children and would welcome some peace and quiet before taking on anything more, and so they give her their guest room and suggest that she join the family when she has had some time to herself.

They also refrain from imposing on their guest, even when they would like to have her help Johnnie with his arithmetic. They make dinner a social occasion, a new and valuable relationship for everyone concerned—parent, teacher, and child. The teacher becomes a familiar person to parents and in turn gains a greater respect for Johnnie and his family.

By the time the meeting is over, the teacher feels she is a fully accepted member of the community and has an increased enthusiasm for her work in the community and a greater desire to help the Johnnies and Susans.

### Legislation Guidebook

• Members in a Midwestern state now have a clear-cut guide to legislative practices within their own congress and the state and federal government as well. A handbook just compiled by the state congress describes how legislation may originate in a local unit, go to the policies committee, be included in the recommended platform, and finally reach the state and national conventions. It explains how school board members should be selected and discusses issues P.T.A.'s may support. There is also a graphic account of how bills become laws, with suggestions for contacting senators and representatives when materials are needed for schools. The entire program is well coordinated with the policies set forth by the National Congress and should prove an invaluable asset to the locals.



• Chatting over a cup of tea are these parent-teacher leaders in Vermont. They met for the annual summer workshop of the state congress at the University of Vermont. Seated left to right are Mrs. Elizabeth Gay; Mrs. Theresa Brungardt, state director of recreation; Malcolm Sergeant; Mrs. Ellen Dell Bieler, national fieldworker; and Getty Page, state chairman of music.



• "Heigh ho—come to the fair!" That might be the invitation these Washington Congress leaders are extending to visitors at the Western Washington fair, held in Puyallup from September 19 to 27. Maintaining the state congress booth are (left to right) Mrs. Louis Doud, Mrs. Wallace Gregory, Mrs. Evan J. Mathews, and Mrs. Eric Arndt.



## A Familiar Quartet

The corner drug store is a listening post for one school superintendent in western Tennessee, who finds out what the neighborhood thinks about the school and the P.T.A. and then passes along his information to the school education chairman. From these brief chats and overheard remarks have come the ideas for a skit recently presented by the unit. It's in four parts, represented by the following familiar types:

1. A teacher who is critical of the school administration and feels that her responsibilities end with the classroom.
2. A parent who is critical of the school but knows nothing of its operating policies. She belongs to the P.T.A., works especially hard on money-raising projects, but does not have time to read informative material about the school.
3. A teacher who not only instructs the children in her class, but keeps herself informed on school development and is always ready to interpret the school to the community.
4. A parent who attends all the local P.T.A. meetings and is aware of school policies, both state and local.

The superintendent also believes in involving the public directly in the preparation of the school budget. Last year he gave members of the school board blank sheets on which to chart school expenditures, and this year he intends to repeat the practice with the P.T.A. There's no better way, he insists, to convince people that *they can have what they are willing to pay for*.

## Citizens' Conning Tower

Anything from a shrug of indifference to a barrage of attacks on the schools can result when citizens lack information on educational administration. If school board meetings are conducted in secret, citizens are apt to be suspicious of the proceedings and resentful because of their exclusion. Alexandria (Virginia) P.T.A.'s are tackling both problems at once—the need for information and for participation.

Their "Committee on School Affairs" tries to see to it that no citizen is unenlightened about school operation. Started in the council, it has gradually been adopted by all the locals. The committee appears before the city council when the school budget is under consideration. It also develops amicable relations between the division superintendent and the P.T.A. The information gained by the committee is passed on to the entire community.

IT WILL TAKE  
MORE IN '54!

Join the

MARCH OF DIMES

January 2 to 31



As for citizen participation, these P.T.A.'s have succeeded in obtaining an "open door" policy from the school board. Conferences between parents and teachers after report cards are sent home have become an accepted custom. And bond issues for new school buildings have no difficulty in passing because of the close cooperation of legislators and citizens in this city.

## Kindergarten Story

Preschool children in Coeur d'Alene, Idaho, missed the fun of going to kindergarten until alert parents formed the Cooperative Preschool P.T.A. and provided their own classes. This was reversing the usual order of parent-teacher activity, in which the school is established first, but the arrangement has worked happily for more than four years.

Since public funds were not available, parents agreed to pay a small tuition fee to provide qualified teachers and necessary equipment for the three kindergartens now in operation. Additional money is supplied by special fund-raising projects of the unit.

The kindergartens are housed in two school rooms and a church. A "well child" clinic is held every Wednesday under the direction of the preschool health chairman. Every month each school sends one mother to assist in the weekly health checkups. Records are kept of immunizations and presented to the school when the child enters first grade. The local health department looks with favor on this plan, supplying a doctor and nurses to carry out the health examinations and immunization program.

Little wonder that this unit climbed to 100 per cent membership (consisting of all parents of preschool children in the community)—a distinction honored at the 1952 Idaho Congress convention.

## Commuter College

What happens to the high school senior who is "college material" but can't attend the state, much less the private, university—because he can't afford to live away from home? Parent-teacher members in New Orleans are concerned about him. They want him to have an equal opportunity with others to continue his education. They believe "commuter colleges" are the answer.

These colleges, two of which are proposed for the New Orleans area, would limit their enrollment to local students and thus eliminate the need for dormitories. The cost of establishing them would consequently be less, said Mrs. J. A. Chute, chairman of a district committee that studied the proposal.

She told members of the First District P.T.A., "You have only to look at the enrollment figures for elementary schools to see that the need will become greater."

The state board of education recognizes the desirability of such colleges but says that additional funds will be needed to build them. The P.T.A. has done the preliminary work of awakening the community to the need and expects to keep on working.

## The Superintendent Speaks His Mind

When the school superintendent asks P.T.A. members to devote less time to "ways and means" projects for the school and turn their attention to the teacher shortage, classroom loads, and better school financing, it's a pleasant turnabout. And indications are that he's familiar with our Action Program, like the forthright administrator met by our fieldworker in Idaho. Addressing a leadership training institute, he urged his listeners to work for a broader understanding of school problems.

The background for his talk was a recent program drawn up by him and members of the school board. They sent letters to parents of school children, inviting them to serve on an advisory committee. From joint discussions the administration hoped to improve its operating policies.

Before the discussions parents received a list of problems facing the school in the past, such as:

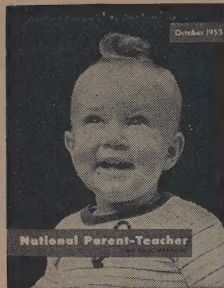
*Should absences count against a student's grade?*

*How should truancy be handled?*

*How many activities should the school sponsor?*

Students also took a share with their parents in the planning. The administration feels certain that problems can be minimized now that three-way communication has started.





# National Parent-Teacher Magazine...

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FOR JANUARY 1954

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 Motion Picture Previews.....

### MRS. BROWN RECEIVES HONOR

• The American Recreation Society recently awarded a special citation to Mrs. Rollin Brown, first vice-president, "in recognition of exceptional service to her fellow men through the medium of recreation." Mrs. Brown is past president of the Los Angeles Memorial Coliseum Commission, president of the California State Recreation Commission, and president of the Welfare Council of Metropolitan Los Angeles.



• At a recent meeting of the National Foundation for Infantile Paralysis, Mrs. Rollin Brown (standing, center), first vice-president, represented the National Congress. From left to right are Hart E. Van Riper, M.D., medical director; Mrs. George L. Drennon, northern California state adviser on women's activities; Mrs. Brown; Mrs. Edward T. Walker, southern California state adviser, and also vice-president of the National Congress; and Basil O'Connor, president.

### HEADQUARTERS PROGRESS

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four units have contributed to the fund, and these seven are expected to make contributions in the near future. Three of the five councils in the district have made contributions as councils. All thirteen units of the fourth division have earned Honor Awards, which are sent from the National Office to those local units reporting contributions that average twenty-five cents or more per member. Thirty-six local units of the district—practically half the entire number—have earned such awards.

One local unit—the Niagara P.T.A. of Tonawanda—makes it a custom to send in a contribution of three dollars for the national headquarters fund instead of sending flowers whenever one of its members dies.

A special fund-raising project used by the district is selling pencils stamped:

"P.T.A. National Headquarters" (yellow pencils with blue lettering). The district purchased four thousand pencils at two and a half cents each and sells them at ten cents each, thus raising seven and a half cents for headquarters on every pencil sold.

As an inducement to local unit activity in headquarters contributions, the district director is making a blue tablecloth, on which she sews the names of those P.T.A.'s that sell pencils or

earn Honor Awards. The completed tablecloth will be displayed at district board meetings and conferences and—on request—at any local unit meeting. What an appropriate part of our headquarters exhibit for the 1954 national convention this tablecloth would be!

In the months that remain until the completion of our new home, concerted efforts like these can finish the task of financing. "Help pay off the mortgage" is a slogan we all can adopt.